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**ENGLISH MAJOR**

**MODALITY: RESEARCH REPORT**

**THEME:**

**METHODS AND RESOURCES TO TEACH ENGLISH TO YOUNG  
LEARNERS**

Research report before obtaining the bachelor's degree in National and Foreign language Pedagogy, English Major

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## STATEMENT OF AUTHORSHIP

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Furthermore, I certify that the ideas, concepts, procedures and results expressed in this research work are my exclusive responsibility.

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## COVER PATUTOR'S ENDORSEMENT

As Tutor of the Research Project on the title:

**“METHODS AND RESOURCES TO TEACH ENGLISH TO YOUNG LEARNERS”**, by Villarreal Raza Amy Nicole, of the National and Foreign Languages Pedagogy course, I consider that said Investigative Report is worthy of approval as it complies with the technical standards, translation and formats provided, as well as having incorporated the observations and recommendations proposed in the pre-defense.

Pujilí, March 2025



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## COMMITTEE APPROVAL

As a Court of Readers, they approve this Research Report in accordance with the regulatory provisions issued by the Technical University of Cotopaxi, and by the Pujilí Extension; because, the applicants: Villarreal Raza Amy Nicole, with the title of the Research Project **“METHODS AND RESOURCES TO TEACH ENGLISH TO YOUNG LEARNERS”**, has considered the recommendations issued in a timely manner and has sufficient merits to be submitted to the act of defense of the thesis.

For the above reasons, it is authorized to record the corresponding files on a CD, according to institutional regulations.

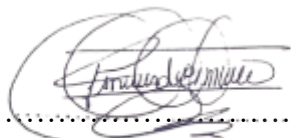
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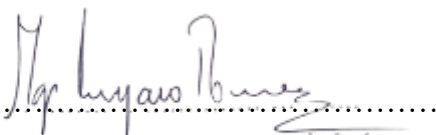
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## **GRATEFULNESS**

First, I would like to thank God for giving me strength and wisdom, my mother, my son and daughter, my brothers and boyfriend for their love, motivation and unconditional support, which helped me to complete this stage of my professional career.

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*Amy*

## DEDICATION

I want to dedicate this project to the queen of my life, my mother **Monica**, who, despite the distance, has never left me alone, always motivates me to be better; her love and unconditional support have been fundamental throughout my life and professional career; everything is because of and thanks to her, **“the best mother in the world.”** To the loves of my life, my children **Rodrigo and Sophie** (mis chinitos), for being my engine and the light of my life who drive me and for whom I fight day by day. To my siblings **Adrian, Aldair, and Paulina**, for being the best team, always the four of us against the world, and for never leaving us alone at any moment. To my beautiful love **Jeferson**, for his love and companionship throughout this process, guiding and motivating me, reassuring me every day that “I can do it.” Finally, to the family that the university gave me, **Alex, Eliana and Juan** for the laughs and adventures lived and for sharing part of their life with me.

*Amy*

**THEME: METHODS AND RESOURCES TO TEACH ENGLISH TO YOUNG LEARNERS**

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**ABSTRACT**

The research explores methods and resources used to teach English as a foreign language (EFL) to young learners, based on secondary and tertiary sources published during the 21st century. The aim is to identify methods and resources, describing them in the context of EFL and categorizing them according to their frequency in the literature. A qualitative approach with a systematic review method was employed to synthesize findings from academic databases. Data collection was conducted in two phases using general and specific keywords, recorded in Excel tables for classification and frequency analysis. The results revealed a preference for participatory and interactive methods, with Total Physical Response (TPR) standing out as the most cited for its effectiveness in kinesthetic learning. Other relevant methods include the Audiolingual-Method, the Direct Method and the Natural Approach, which emphasize repetition and communicative immersion. In terms of educational resources, music and games were the most frequently mentioned to create an engaging environment. In addition, visual materials, such as images and videos, improved vocabulary comprehension. The study concludes that interactive and multisensory methods and resources, which maintain the motivation of young learners, are the most frequently mentioned in educational literature. It is suggested to further investigate methods and resources for teaching English to young learners, prioritizing the most cited methods and resources for future research, using empirical articles to get a clearer idea about their effectiveness in specific contexts and thus contribute to teaching English to young learners.

**Keywords:** Methods, Resources, Young Learners, literature, EFL context.

**THEME: METHODS AND RESOURCES TO TEACH ENGLISH TO YOUNG LEARNERS**

**Autor:**

Amy Nicole Villarreal Raza

**RESUMEN**

La investigación explora métodos y recursos utilizados para enseñar inglés como lengua extranjera (EFL) a jóvenes aprendices, basándose en fuentes secundarias y terciarias publicadas durante el siglo XXI. El objetivo es identificar métodos y recursos, describiéndolos en el contexto de EFL y categorizándolos según su frecuencia en la literatura. Se empleó un enfoque cualitativo con un método de revisión sistemática para sintetizar los hallazgos de bases de datos académicas. La recopilación de datos se realizó en dos fases utilizando palabras clave generales y específicas, registradas en tablas de Excel para su clasificación y análisis de frecuencia. Los resultados revelaron una preferencia por métodos participativos e interactivos, destacando el Total Physical Response (TPR) como el más citado por su efectividad en el aprendizaje kinestésico. Otros métodos relevantes incluyen el Método Audio lingüístico, el Método Directo y el Enfoque Natural, que enfatizan la repetición y la inmersión comunicativa. En cuanto a los recursos educativos, la música y los juegos fueron los más mencionados para crear un ambiente atractivo. Además, los materiales visuales, como imágenes y videos, mejoraron la comprensión del vocabulario. El estudio concluye que los métodos y recursos interactivos y multisensoriales, que mantienen la motivación de los jóvenes aprendices, son los más mencionados en la literatura educativa. Se sugiere investigar más a fondo los métodos y recursos para la enseñanza del inglés a jóvenes aprendices, priorizando los métodos y recursos más citados para futuras investigaciones, utilizando artículos empíricos para obtener una idea más clara sobre su efectividad en contextos específicos y así contribuir a la enseñanza del inglés a jóvenes aprendices.

**Palabras Clave:** Métodos, recursos, jóvenes estudiantes, literatura, EFL

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## UNDERGRADUATE DEGREE WORK STRUCTURE

### 1. GENERAL INFORMATION

**Theme:** Methods and Resources to teach English to young learners.

**Starting Date:** October 2024

**Ending Date:** March 2025

**Place of Research:** Locale of Pujilí, Cotopaxi province.

**Sponsoring Faculty:** Pujilí Campus

**Sponsoring career:** National and Foreign Language Pedagogy English

**Macro project of the career:** Formative Processes in the Teaching-Learning of the English Language and its Academic Discourse.

**Research Group:** Amy Nicole Villarreal Raza - MSc. Fabiola Soledad Cando Guanoluisa

**Linked Research Project (if applicable):**

**Knowledge area:** Education

## 2. PROBLEM STATEMENT

Teaching English to young learners requires an understanding of their developmental needs and the use of appropriate teaching methods and resources. Young children tend to have shorter attention spans and learn best through engaging, interactive experiences. Effective instructional strategies often include play-based learning and visual aids, which capture their interest and support language acquisition. For example, transforming lessons into songs or using visual tools can enhance vocabulary retention and comprehension (GoAbroad, 2024). Additionally, organizing lessons around interconnected activities and incorporating physical movement helps meet their need for activity and reinforce new language concepts (Richards, 2016). Therefore, choosing suitable methods and resources is essential to create an effective learning environment tailored to young learners.

However, there is a great deal of confusion in the educational literature regarding the terminology surrounding “method,” “resource,” “strategy,” and “approach” to teaching. This lack of clarity leads to inconsistent interpretations and difficulties in selecting and implementing effective teaching practices. Merriam-Webster defines “method” as a systematic procedure to achieve a goal, while “resource” refers to tools and materials that aid in student learning and engagement (Igi Global, 2017). In addition, “strategy” refers to specific actions taken to implement methods, while “approach” represents a general framework that guides the choice of methods and resources (Tomasello, 2019). Confusion about these terms in both academic and practical settings can hinder educators' ability to make pedagogical decisions, which affects the quality of language teaching (University of San Diego, 2022).

The purpose of this study is to conduct a meta-analysis to identify the most frequently mentioned teaching methods and resources for teaching English to young learners based on primary and tertiary theoretical sources from the 21st century, which span 2001 to the present. By systematically reviewing and analyzing these sources, the study will focus on observing how different methods and resources are referred to in

various theoretical documents and determining which methods and resources are most frequently cited for use in teaching English to young learners. Those methods and resources that fit the correct terminological definitions of “method” and “resource” will be selected for analysis. By identifying these key references, the research will provide valuable information about the most recognized and discussed methods and resources in this context.

What are the methods and resources to teach English as a foreign language to young learners according to free secondary and tertiary sources published during the 21st century?

### **3. OBJECTIVES**

#### 3.1. General Objective

To identify methods and resources in teaching English process to young learners in secondary and tertiary sources published during the XXI century.

#### 3.2. Specific Objectives

- To describe methods and resources to teach English to young learners in the EFL context.
- To classify the methods and resources identified according to the frequency of appearance in resources.
- To establish conclusions and recommendations on the methods and resources most frequently mentioned in the sources.

### **4. ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED.**

**Table 1:** Objectives proposed

Specific objective	Activities	Verification Means
<p>To describe methods and resources to teach English to young learners in the EFL context.</p>	<p>Search books, articles and websites Do outline Select books, articles and websites Drafting the theoretical framework</p>	<p>Theoretical Framework  Research background</p>
<p>To classify the methods and resources identified according to the frequency of appearance in resources</p>	<p>Look for information in books, articles, and websites.  Analyze according to the context of the research topic.</p>	<p>. Create a table of methods and resources. Rank methods according to their frequency of appearance in the resources Analysis and discussion of results.</p>
<p>Establish conclusions and recommendations about the methods and resources most frequently mentioned in the sources.</p>	<p>Review Analysis and discussion of results</p>	<p>Make conclusions and recommendations</p>

## 5. JUSTIFICATION

In the field of teaching English to young learners, there is a wide range of methods and resources available. However, confusion surrounding the use of the terms “method,” “resource,” “strategy,” and “approach” in various literature sources creates uncertainty among educators. This lack of clarity regarding the correct definitions and applications of these terms can lead to inconsistent interpretations and, ultimately, ineffective pedagogical decisions. By clarifying these terminological distinctions, this study aims to provide a clear framework and offer a list of the most frequently cited methods and resources aligned to the correct terminology as referenced in primary and tertiary theoretical sources of the 21st century.

This research project addresses the terminological confusion in teaching English to young learners in order to identify the methods and resources most applicable in this context. Through a systematic analysis of 21st century primary and tertiary theoretical sources, the study will focus on observing which methods and resources are the most commonly mentioned for teaching English to children. The object of this study is to provide a list of the most cited methods and resources, based on the current literature, so that educators can make informed decisions about the practices that are most used to teach English to young learners.

In addition, this research will benefit educators by providing a detailed classification of methods and resources according to their frequency of occurrence in EFL teaching contexts. This will not only optimize lesson planning and execution but also encourage the adoption of evidence-based practices in diverse and changing educational contexts. The results of this study may also open up further research into a meta-analysis of the methods and resources that are most frequently mentioned in the literature based on empirical studies that will help teachers to have more evidence of their effectiveness.

## 6. SCIENTIFIC AND TECHNICAL FOUNDATION

### 6.1. Background.

Currently, the interest in improving the teaching of English to young learners has generated a wide variety of research. However, despite the large number of existing studies, there is a notable absence of research aimed at describing the most common methods and resources. While there is no research focused exclusively on the use of meta-analysis for this particular topic, there is some research that explores teaching English to children in general.

Alsowat and Hamad (2024) conducted a meta-analysis study whose aim was to investigate the impact of English language teaching practices on language outcomes. The literature search yielded 90 meta-analyses that were published between January 1995 and December 2019. The current study analyzed 90 meta-analyses, comprising 3496 studies, 7870 effect sizes, and nearly 700,000 students. Three moderating variables were examined: year of publication, setting, and educational level. The results indicated that a) language learning strategies had a medium impact on overall language outcomes, with the largest impact on speaking, b) technology-based language learning had a medium impact on overall language outcomes, with the largest impact on vocabulary, c) explicit instruction had a medium impact on overall language outcomes, with the largest impact on grammar, d) mobile-based language learning had a small impact on overall language outcomes, with the largest impact on listening, and e) environment and educational level significantly moderated the impact of teaching practices on language outcomes. The findings were discussed with implications and future research proposed.

Burke Hadley et al. (2022) conducted an earlier study to ascertain the relationships between teachers' language practices in early childhood classrooms, using a systemic functional linguistics theoretical framework, with typically developing preschool or kindergarten children who undertook one or more teacher observations in which strategies that supported oral language development were systematically coded. Additionally, at least one correlation between the various teacher language practice variables had to be shown in the studies. Connections between 11 important categories

of teachers' language practices were found in a meta-analysis of 30 studies and 539 relationships. Using overall meta-analytic mean correlations, a factor analysis was performed, revealing that teachers' language practices loaded on two factors: bridging language dimension with scaffolding practices and an emergent academic language dimension with abstract speech and a wider variety of word types. Additionally, an exploration was conducted on how teachers' language practices varied by activity setting and group size, leading to the finding that shared book reading enhanced the use of more emergent academic language practices, while small group time included fewer beneficial language practices compared to other settings.

Recent investigations carried out by Islahuddin (2023) aimed to identify age-appropriate materials for teaching English to young learners, explore engaging teaching methods that promote active participation and language acquisition, and investigate the importance of creating a supportive learning environment for young learners. This research uses a library research method, which involves identifying and locating sources of factual information or personal or expert opinion on a research question. Therefore, this study requires strong theoretical evidence. Research findings on age-appropriate English language teaching materials for young learners highlight the effectiveness of various strategies. The importance of visual and interactive materials, storybooks, songs, games, and technology integration in engaging younger learners is emphasized. These methods engage students and enhance language skills, comprehension, and vocabulary acquisition. Additionally, creating a positive atmosphere, setting clear expectations, fostering supportive teacher-student relationships, encouraging collaborative learning, and ensuring a safe communication environment are essential elements for promoting optimal learning.

Another widely researched method is Total Physical Response (TPR), a technique that combines physical movement with language learning. Maxkambayeva & Maxkambayeva (2022) conducted a meta-analysis that demonstrated the effectiveness of TPR, especially for young children. The study revealed that TPR significantly improved listening comprehension and vocabulary acquisition, particularly because it aligns with the developmental needs of children, who are more inclined to learn through physical engagement. This method promotes retention and

motivation, as students actively participate in the language-learning process through movement.

## **6.2. Theoretical Framework**

### **6.2.1 Teach English to young Learners**

In English language instruction, the phrase "young learners" describes students who are in preschool and elementary grades, typically encompassing ages 3 to 11 years (Richards & Schmidt, 1985). At this stage, children are developing cognitively, socially, and emotionally, and they learn best through playful interactions. Activities that work particularly well for this age group include movement-based games, songs with actions, total physical responses, art tasks like coloring or cutting, straightforward and repetitive narratives, and simple speaking exercises that have distinct communicative purposes (Tasneen, 2010).

Early childhood is a critical stage for language acquisition (Islahuddin, 2023). Molding the minds of young learners to acquire a second language requires a great deal of patience and creativity (Thoesen, 2024). Brewster, Ellis, and Girard (2004) emphasize that "teaching should prioritize activities that involve children actively and relate to their everyday experiences" (p. 27).

### **6.2.2 Methods of Teaching English to Young Learners**

English language teaching has undergone considerable transformation over the years, adapting to changing learner demands and advances in the understanding of language learning. As Richards and Rodgers (2001) point out, the methods used in language teaching are dynamic and responsive to new knowledge about language acquisition and the changing needs of learners. It has been recognized that learners must not only understand the language through its grammatical forms but must also be able to use it effectively in practical communication contexts. In his research, it indicates that the historical emphasis on the direct teaching of grammar has been augmented by theories that emphasize the importance of comprehensible input and natural language learning.

Teaching strategies for English are crucial as they offer an organized and systematic framework to assist teachers and learners throughout the teaching process. A suitable approach not only arranges the material effectively but also caters to the needs and traits of the learners, considering their age, knowledge level, cultural background, and preferred learning methods (Sven, 2018). In teaching English to children, a variety of methods tailored to their needs are used. Among the most popular are:

### **6.2.3 Total Physical Response (TPR)**

Total Physical Response (TPR) is a technique for teaching languages that emphasizes the connection between linguistic skills and physical actions. It was created by James Asher back in the 1960s, centered on the integration of language and physical movement (Bui, 2018). This technique aims to mimic how children acquire their first language by focusing on physical understanding and reactions prior to verbal expression.

Total Physical Response (TPR) is an effective method for teaching English to young learners, as it promotes enthusiasm and motivation. Xie (2021) states that TPR "can effectively arouse students' enthusiasm, evoke students' interests, reduce affective filter, enhance motivation and build up confidence to learn English." This method has shown significant improvements in students' English learning, particularly in vocabulary memorization. Additionally, research by Ajiza (2024) highlights that students tend to participate more actively and display greater enthusiasm during TPR-based lessons. Therefore, TPR not only supports language acquisition but also boosts student engagement, making it a valuable tool in the classroom.

### **6.2.4 Audio-Lingual Method**

The audiolingual method emerged in response to the urgent need for effective foreign language instruction during World War II. Developed in the United States, this method was designed to train military personnel in foreign languages quickly and

effectively (Jenner, 2024). It emphasized habit formation by encouraging learners to internalize language structures through repetition and drills. The main goal was to develop automatic responses to specific linguistic patterns by focusing on the use of structures, patterns, and verbs through extensive exposure to model examples (Kravchenko, 2023). In addition, a key feature of this approach was the minimal use of the native language, emphasizing immersion in the target language to improve fluency and communicative skills (Hossain, 2024).

### **6.2.5 Direct method**

The Direct Method focuses on teaching a language through immersion and direct communication, mimicking the way we acquire our native language. This approach creates an environment that mirrors real-life situations, encouraging students to think and respond directly in the target language (Sanako, 2023). By avoiding translation, students develop a more instinctive understanding of vocabulary and sentence structure. As Batool et al. (2017) highlight, this method helps students grasp the language more naturally, enhancing their overall fluency. Therefore, the Direct Method fosters a communicative and immersive learning experience that strengthens students' language acquisition.

A key feature of the Direct Method is its emphasis on vocabulary acquisition, sentence construction, and pronunciation through contextual practice. Students develop listening and speaking skills in a natural way, using visual aids, gestures, and demonstrations to understand meaning directly in English (International TEFL and TESOL Training, s.f.). Instead of relying on translation, learners associate words with real objects and actions, which reinforces their understanding and retention. As a result, this method supports a more intuitive and practical approach to language learning, particularly beneficial for young learners.

In the Direct Method, students are encouraged to respond in the target language from the beginning, engaging in simple question-and-answer dialogues supported by visual aids and realia. The emphasis is placed on correct pronunciation rather than explicit grammar instruction, and reading materials are used primarily to introduce cultural knowledge rather than for translation (Andriyani, 2015). Teachers assess

comprehension through direct questioning, ensuring that students actively process and produce the language. Research has shown that the Direct Method is particularly effective for teaching vocabulary to young learners, as it aids in memory retention and improves their language achievement (Normuminova, 2020; Adiyanti & Dewi, 2021).

### **6.2.6 Natural Approach**

The Natural Approach emphasizes the importance of comprehensible input and a stress-free learning environment to facilitate language acquisition. It prioritizes the frequent use of the target language in lessons, incorporating visual aids and straightforward communication while allowing learners to use their native language alongside the foreign tongue (Kuziev, 2020). Additionally, this method highlights the quality and quantity of input received, ensuring that learners are exposed to meaningful linguistic interactions (Tan, 2016). Through comprehensible input, grammar and vocabulary are introduced using worksheets, real objects, and visual resources, while direct methods also prove effective for teaching vocabulary to young learners (Normuminova, 2020; Adiyanti & Dewi, 2021). By avoiding early grammar instruction and focusing on natural communication, The Natural Approach fosters an organic and engaging language-learning experience (Tesol, 2024).

### **6.2.7 Presentation-Practice-Production (P.P.P)**

The Presentation, Practice, Production (PPP) technique is a commonly utilized strategy in language instruction. This approach follows a methodical sequence where educators initially present a topic (Presentation), then learners engage in practice within a controlled setting (Practice), and ultimately, students utilize their knowledge in more interactive and free-form contexts (Production) (Harmer, 2007). By integrating these phases, the PPP method seeks to enable learners to acquire theoretical insights alongside practical language abilities, facilitating both comprehension and application of new material in an engaging manner.

The PPP technique originated from structuralist perspectives on language education in the 1960s and later became established through the audiolingual method

(Richards & Rodgers, 2014). With the impact of the Communicative Approach, the PPP model was modified to blend direct teaching with interactive communication. Consequently, the Presentation, Practice, and Production framework has demonstrated considerable advantages for enhancing pronunciation among students who find English pronunciation challenging. Furthermore, learners who adopt this technique frequently experience increased motivation to converse and develop confidence in their verbal expression (Noviyanti & Shofiroh, 2024).

**Table 2. Other Methods**

<b>Method</b>	<b>Description</b>	<b>Advantages</b>	<b>Disadvantages</b>
Collaborative Learning	Learners work together in groups to solve problems and complete tasks.	Promotes peer interaction, social learning, and practical language use.	Can be challenging for learners who are not comfortable with group work.
Communicative Language Teaching	Focuses on communication and real-world language use.	Enhances fluency and functional language skills.	May underemphasize accuracy and grammar.
Community Language Learning	Focuses on community interaction to encourage language learning.	Creates a supportive, real-world learning environment.	May be difficult to implement in large classes.
Content-Based Instruction	Combines language learning with academic content.	Provides contextualized language use and deepens content knowledge.	Can be overwhelming for beginners if content is too complex.
Cooperative Learning	Learners work in small groups to complete tasks and achieve	Fosters teamwork and language practice through collaboration	Can be less effective in large or heterogeneous groups.

	goals together.		
Doman's Method	Uses flashcards and visuals to teach language in a fun, engaging way.	Effective for young learners, promotes visual learning.	May lack depth in grammar and communicative language use.
Grammar-Translation Method	Focuses on translation and memorizing grammar rules.	Effective for reading and writing skills, good for older learners.	Ignores speaking and listening skills, can be rigid.
Project-Method	Involves students in long-term projects that use English.	Fosters creativity and practical language use.	Time-consuming, may not be suitable for all learners.
Silent Way	Teacher remains mostly silent, guiding learners to discover language.	Promotes learner autonomy and self-discovery.	May be difficult for beginners who need more guidance.
Suggestopedia	Uses relaxation and music to create a low-stress learning environment.	Reduces anxiety and enhances memory retention.	May not suit all learners' preferences.
Task-Based Learning	Focuses on language use through real-world tasks.	Encourages problem-solving and communication in context.	Can be difficult to manage without proper scaffolding.
Think-Pair-Share	Encourages individual thought, paired discussion, and group sharing.	Promotes peer interaction and reflective thinking.	May not work well with very large classes.

*Note.* Own Elaboration, based on: (Izquierdo et al., 2020); (Mammadova, 2021).

### **6.2.8 Resources for Teaching English to Young Learners**

Teaching English to children necessitates materials that are captivating and suitable for their stage of mental growth. Utilizing songs and nursery rhymes serves as beneficial methods, aiding young learners in grasping the pronunciation and rhythm of English whilst enjoying the process (Islahuddin, 2023). Furthermore, these activities support memory retention and repetition, which are essential parts of learning a language at an early age (Diyanti, 2010). Conversely, educational games provide a fun and interactive setting for children to acquire vocabulary and grammatical structures, thereby enhancing their engagement and curiosity (Copland & Garton, 2014). By immersing students in lively and competitive tasks, games encourage active participation and application of language in authentic communication contexts (Diyanti, 2010). Ultimately, incorporating stories and reading materials aids in enhancing children's understanding in both listening and reading (Islahuddin, 2023). Such resources defined as tools and materials that aid in student learning and engagement (Igi Global, 2017) nurture creativity and imagination, while simultaneously advancing their language abilities.

### **6.2.8 Music**

Music serves as a powerful resource for instructing children in English, effectively engaging their interest and enhancing their ability to retain the language. Melodies and verses play a crucial role in presenting key language elements, including rhythm, pitch, and articulation, in a fun and memorable manner (Islahuddin, 2023). Additionally, the repetition of lyrics bolsters linguistic patterns while offering an enjoyable and dynamic environment for developing listening and speaking abilities (Diyanti, 2010). Beyond these language advantages, music fosters a supportive educational atmosphere by alleviating stress and helping kids feel more at ease and self-assured when communicating in the language (Islahuddin, 2023). As a result, integrating music into English instruction not only promotes language learning but also enriches the overall educational journey.

Incorporating music into English lessons for kids enhances their ability to recall information by utilizing rhythm and tunes, facilitating better memorization of words and language patterns (Islahuddin, 2023). Moreover, music aids in honing pronunciation and auditory skills as children mimic the sounds and pitches found in songs (Diyanti, 2010). It also boosts enthusiasm and lessens stress, fostering a constructive and delightful atmosphere for learning where kids are more willing to explore the language (Copland and Garton, 2014). These advantages establish music as a crucial tool in the language acquisition journey for young students.

### **6.2.9 Games**

The incorporation of games for young English learners has gained traction as it motivates pupils and facilitates organic language acquisition (Wright, Betteridge, & Buckby, 2006). The integration of games into language instruction dates back to the communicative language teaching method that emerged in the 1970s in response to the previous focus on grammar and structure (Richards & Rodgers, 2014). Since then, various teaching techniques have utilized games to enhance student engagement, curiosity, and language memory (Uberman, 1998).

### **6.2.10 Pictures**

The inclusion of visuals in teaching English to young learners is a critical educational tactic that boosts language development. Visual aids assist children in grasping the meanings of words by depicting them in tangible, illustrative scenarios, thus enhancing vocabulary acquisition. This approach proves to be particularly beneficial for kids, as their capacity to interpret visual details is more advanced in their formative years, supporting their understanding of language (Thornbury, 2006). Images can be utilized in multiple ways, such as employing visuals to recognize objects, animals, or activities during vocabulary exercises (Harmer, 2015). Furthermore, images clarify grammar principles, definitions, and cultural nuances, reducing the time spent on explanations while keeping students engaged (Sanchez, 2007). Additionally, incorporating visuals in the educational environment brings a range of advantages, such as enhancing vocabulary understanding and retention by allowing students to form

mental images that aid in recalling words (Mackey, 2007). Thus, integrating visuals into English instruction greatly improves vocabulary learning and overall language comprehension.

### **6.2.11 Stories**

The use of stories in the teaching of English has been widely acknowledged as a valuable approach to enhancing language learning among young students. Stories set in context help learners cultivate their language abilities organically, improving their understanding of spoken language, speaking skills, and critical analysis (Ellis & Brewster, 2014). With the rise of technological innovations, storytelling has transformed into digital and multimedia forms, providing more engaging and interactive educational experiences (Mourão, 2016). There are numerous kinds of stories suitable for the classroom, including classic tales and traditional fables, illustrated narratives that assist in understanding content and vocabulary (Cameron, 2001), as well as interactive digital stories such as audiobooks and applications that enrich the educational process (Mourão, 2016)). Thus, integrating a variety of story types into English instruction not only boosts language abilities but also captivates students in a significant and enjoyable manner.

### **6.2.12 Digital Resources**

Digital resources in English language teaching, such as educational applications, online platforms, interactive videos, and digital games, are powerful tools that integrate technology into the classroom. These resources stand out for their interactivity, multimodality, and accessibility, offering students diverse learning experiences (Bernedo-Soto & Murillo-Ticona, 2022). The integration of technology in education has evolved over time, from the introduction of computers in the 1980s to the current age of the Internet and artificial intelligence. In the 2000s, e-learning platforms and educational applications began to offer global access to English language learning (Beatty, 2013). Additionally, the use of digital games as a medium has been recognized for its potential to support student learning and increase motivation to learn English (Ria, 2018). YouTube, while a useful resource, requires the implementation of

strategies to address its limitations and maximize its benefits for young learners (Listiani et al., 2021). Therefore, the incorporation of digital resources in English language teaching offers students innovative, engaging, and accessible ways to enhance their learning.

### **6.2.13 Puppets**

Puppets can be an effective teaching tool, particularly in activities like storytelling, singing, chanting, role-playing, and pair activities. They offer an engaging way to introduce vocabulary and phrases, and teachers don't always need pre-made puppets; an alternative is to create puppets with the students themselves, which also allows them to learn words like "draw," "cut," "stick," and more (Kuziev, 2020). Bringing the puppet to life provides a natural and enjoyable way for children to hear English, allowing them to interact physically with the doll, respond to its emotions and requests, and even take it home as a reward for good behavior (Matwiejczyk, 2021). The process of making puppets together, such as using old socks or wooden spoons, offers more opportunities to practice English by discussing the different stages of creation. The finished puppets can be used for dialogues, acting out stories, or creating invitations for puppet shows. Additionally, puppets are easy to transport and can be used both inside and outside the classroom, making them a practical tool (British Council, s/f). However, it is important to note that puppets may not be suitable for large groups, as they can make it challenging for teachers to manage the classroom effectively (Wahyuni, 2022). Therefore, puppets are a versatile and valuable resource for enhancing language learning in smaller groups or more interactive settings.

### **6.2.14 Puzzles**

The use of puzzles in teaching English to young learners is an effective strategy that supports vocabulary development, reading comprehension, and student motivation. Puzzles encourage problem-solving, critical thinking, and collaboration, providing a fun and engaging way for students to practice language skills (Nation, 2013). Therefore, incorporating puzzles into English lessons can enhance both cognitive and language abilities, making learning more interactive and enjoyable.

### 6.2.15 Audio Visual Aids

The use of audiovisual aids in English language teaching has proven to be an effective method for enhancing language comprehension and retention in young learners. These resources create an immersive environment, promoting dynamic and interactive learning (Mayer, 2021). The concept of audiovisual aids dates back to the early 20th century, with the introduction of pictures, slides, and recordings in classrooms. Over time, technological advancements have expanded these tools to include videos, digital animations, and interactive platforms, making them a valuable part of modern language education (Canning-Wilson, 2000). As technology continues to evolve, audiovisual aids remain a vital pedagogical resource in fostering language acquisition.

*Table 3. Other Resources*

<b>Resource</b>	<b>Description</b>	<b>Applicable Method(s)</b>
<b>Audio Books</b>	Recorded books to aid listening comprehension and vocabulary.	Natural Approach, Storytelling, Task-Based Learning
<b>Board Drawings</b>	Drawings on the board to illustrate vocabulary or concepts.	Direct Method, Presentation-Practice-Production
<b>Body Movements</b>	Physical actions that help demonstrate vocabulary or actions.	Total Physical Response, Natural Approach
<b>Books</b>	Printed materials for reading comprehension.	Grammar-Translation, Task-Based Learning
<b>Cards</b>	Flashcards or picture cards for vocabulary recognition.	Natural Approach, Lexical Approach
<b>Cartoons</b>	Animated shows to engage students and illustrate content.	Communicative Language Teaching, Task-Based Learning

<b>Chants</b>	Rhythmic songs that reinforce vocabulary and grammar.	Total Physical Response, Direct Method
<b>Characters</b>	Fictional or cultural figures to teach vocabulary or grammar.	Storytelling, Project-Based Learning
<b>Dialogues</b>	Written conversations to practice communication.	Communicative Language Teaching, Think-Pair-Share
<b>Flashcards</b>	Cards with vocabulary or images for memory reinforcement.	Direct Method, Lexical Approach
<b>Lullaby</b>	Soft songs or melodies for vocabulary reinforcement.	Suggestopedia, Total Physical Response
<b>Maps</b>	Visual representations of geographical information.	Content-Based Instruction, Project-Based Learning
<b>Miming</b>	Physical representation of words or actions.	Total Physical Response, Silent Way
<b>Realia</b>	Tangible items for teaching vocabulary.	Total Physical Response, Direct Method
<b>Posters</b>	Large visual representations of key vocabulary or grammar.	Direct Method, Collaborative Learning
<b>Quizzes</b>	Short tests for reviewing vocabulary and grammar.	Grammar-Translation, Direct Method
<b>Rhymes</b>	Short, catchy poems for vocabulary or pronunciation practice.	Total Physical Response, Direct Method

<b>Stick Figures</b>	Simple drawings to explain vocabulary or concepts.	Direct Method, Presentation-Practice-Production
<b>Story Books</b>	Illustrated books for reading and comprehension.	Storytelling, Natural Approach
<b>Tape</b>	Audio recordings for pronunciation or listening practice.	Audio-Lingual Method, Communicative Language Teaching
<b>Teacher Made Activity</b>	Custom activities designed by the teacher for language practice.	Any method depending on activity
<b>Toys</b>	Play objects used to enhance language learning through play.	Total Physical Response, Silent Way
<b>TV Programs</b>	Educational programs designed for language learning.	Task-Based Learning, Content-Based Instruction
<b>Videos</b>	Visual material for illustrating language use.	Task-Based Learning, Communicative Language Teaching
<b>Wall Charts</b>	Large posters displaying key language points.	Direct Method, Content-Based Instruction
<b>Worksheets</b>	Printed exercises for grammar and vocabulary practice.	Grammar-Translation, Presentation-Practice-Production

*Note.* Own elaboration, based on: (Go'zal, 2021); (Hunt, 2022), (Barno, 2019).

## 7. METHODOLOGY

### 7.1. Research approach

This project takes a qualitative research approach, as it focuses on selecting and understanding the above methods and resources for teaching English to young learners bibliographically. The qualitative approach involves using reliable pre-existing documents and similar sources of information as a basis for data collection. These sources can be incorporated into new research. It is comparable to visiting a library, where books and other reference materials are examined to gather relevant information that can be applied to the research (Bhat, A. 2018). In addition, this research is bibliographic because it is based on an enumerative bibliography, which lists published works such as books and articles or others. This type of bibliography aims to be comprehensive within certain guidelines and includes both free primary and secondary sources. A bibliography is a guide to sources for a specific field of research (Menendez, 2018).

## **7.2. Research Method and Level**

This project is exploratory research, which has the main purpose of providing an initial understanding of a topic that has been little studied or for which there is limited information. George, T. (2021) mention that " Exploratory research is a methodology approach that investigates research questions that have not previously been studied in depth."

The research will utilize a systematic review method. This method is particularly well-suited for synthesizing a wide range of existing research on a specific topic (Nahim, 2002). A systematic review involves a thorough, structured process of identifying, evaluating, and synthesizing studies that meet predetermined criteria. In this case, the review will focus on studies that address the methods and resources used to teach English to young learners in free secondary and tertiary sources. Secondary sources are derived from primary sources and provide analysis or new interpretations. They often examine original materials to uncover fresh perspectives or establish new connections. These sources are commonly published in academic journals or books, offering researchers additional resources for their own studies. Tertiary sources, such as indexes, abstracts, databases, encyclopedias, and handbooks, help researchers identify primary and secondary sources. These sources offer general overviews or summaries of topics and are useful for locating more specific sources across various

fields. A systematic review is ideal in this context, as it allows for the integration of diverse perspectives and findings from various studies, offering a comprehensive overview of the field (Alderman, 2014).

### **7.3. Data collection procedure**

The search process will be carried out systematically using recognized academic databases, including widely used platforms such as Google Searcher and Google Scholar that have free access. These sources will allow access to relevant theoretical articles, books, book chapters and websites. In the first search phase, keywords designed to capture relevant studies will be selected, such as: “method”, “resources”, “English”, “young learners”, “EFL context”. Subsequently, in a second phase, the search will be expanded using more specific terms such as: “how to teach English to young learners”, “kindergarten”, “primary school”, “kids” and “childhood”.

The sources selected span from 2001 to the present, covering the 21st century. Only those sources that list or describe multiple methods of teaching English as a Foreign Language (EFL) were included, excluding works that focus solely on a single method. All the studies selected are centered on EFL, ensuring the research focuses on this specific field. After collecting the relevant documents, an Excel table was created to systematically record the data, including the source of the document, the country of origin and the classification of the methods and resources mentioned. This organization allowed for clearer and more accurate analysis. Subsequently, two additional tables were developed to classify the methods and resources and examined according to their frequency of occurrence. Each method and resource were counted, with a ranking assigned based on their frequency.

### **7.4. Data analysis**

Subsequently, the frequency of each method and resource, and its percentage in relation to the total recorded, will be calculated. This process will help identify the most common and widely referenced methods and resources, providing a clear picture of the predominant trends in teaching English to young learners. The discussion was carried

out by analyzing the methods and resources mentioned in the frequency analysis, considering both the number of mentions and their relevance in the context of teaching English to young learners. First, the most cited method was highlighted, explaining its effectiveness and the reason behind its popularity. This was followed by the methods that ranked second with the same number of frequencies, providing a clear description of their characteristics and how each approaches language teaching, highlighting their benefits for young learners. Then, the least cited methods were mentioned, explaining how their lower frequency does not imply that they are not useful in specific educational contexts.

Similarly, in the analysis of resources, the most mentioned resources were identified, highlighting their benefits, such as improved pronunciation, fluency and stress reduction in students. We continued with the next most mentioned resources, describing their role in the educational context. Finally, the least mentioned resources were analyzed, noting that although their frequency of use is lower, they are still valuable and useful in specific pedagogical contexts, reflecting the diversity and flexibility in both teaching methods and resources used. In summary, the discussion focused on identifying which method or resource is the most cited and exploring the possible causes of its popularity, based on the characteristics of that method or resource.

## 8. ANALYSIS AND DISCUSSION OF RESULTS

What are the methods and resources to teach English as a foreign language to young learners according to free secondary and tertiary sources published during the 21st century?

**Table 4.** Bibliography about methods and resources for teaching English to young learners.

N°	Fuente	Pais	Método	Recurso
1	Molina, G. T., Cañado, M. L. P., & Agulló, G. L. (2005). Current approaches and teaching methods. Bilingual programmes. TEFL in Secondary Education. Granada: Editorial Univesidad de Granada. <a href="https://www.academia.edu/download/76616809/chapter4handbookdefinitivo.pdf">https://www.academia.edu/download/76616809/chapter4handbookdefinitivo.pdf</a>	España	Natural Approach Total Physical Response	
2	Madylus, O. (2008). Methodology: Teaching young children one-to-one. Onestopenglish. <a href="https://www.onestopenglish.com/ask-the-experts/methodology-teaching-young-children-one-to-one/155667.article">https://www.onestopenglish.com/ask-the-experts/methodology-teaching-young-children-one-to-one/155667.article</a>	Reino Unido	(Total Physical Response – TPR	Story Song Video

3	Hashemi, M., & Azizinezhad, M. (2011). Teaching English to children: A unique, challenging experience for teachers, effective teaching ideas. <i>Procedia, Social and Behavioral Sciences</i> , 30, 2083–2087. <a href="https://doi.org/10.1016/j.sbspro.2011.10.405">https://doi.org/10.1016/j.sbspro.2011.10.405</a>	Irán	Total Physical Response (TPR)	Toys Puppets Pictures Maps Song Story Game Teacher- made activity
4	McLaughlin, B. (2013). <i>Second language acquisition in childhood: Volume 2: School-age Children</i> . Psychology Press. <a href="https://www.taylorfrancis.com/books/mono/10.4324/9780203726341/second-language-acquisition-childhood-mclaughlin">https://www.taylorfrancis.com/books/mono/10.4324/9780203726341/second-language-acquisition-childhood-mclaughlin</a>	Estados Unidos	Método Berlitz Direct method Audio-lingual method	
5	Richards, J. C., & Rodgers, T. S. (2014). <i>Approaches and methods in language teaching</i> . Cambridge university press. <a href="https://www.novaconcursos.com.br/blog/pdf/richards-jack-c.-&amp;-rodgers.pdf?srsItd=AfmBOoqgRruqUPhNs4FG5cw45pfznMZYQu4EQ7X98Qhb08VAZAoehNm">https://www.novaconcursos.com.br/blog/pdf/richards-jack-c.-&amp;-rodgers.pdf?srsItd=AfmBOoqgRruqUPhNs4FG5cw45pfznMZYQu4EQ7X98Qhb08VAZAoehNm</a>	Reino Unido	Direct Method Audiolingua l Method Total Physical Response Natural Approach	
6	Yuhana, J. (2014). Teaching English to Young Learners: Some Points to be Considered. <i>Asian Journal of Education and E-Learning</i> , 2(1). <a href="https://ajouronline.com/index.php/AJEEL/article/view/575">https://ajouronline.com/index.php/AJEEL/article/view/575</a>	Indonesia	Total Physical Response (TPR)	Objects Games Audiovisual aids Pictures Tape Music
7	Uysal, N. D., & Yavuz, F. (2015). Teaching English to very young learners. <i>Procedia-Social and Behavioral Sciences</i> , 197, 19-22. <a href="https://www.sciencedirect.com/science/article/pii/S1877042815040367">https://www.sciencedirect.com/science/article/pii/S1877042815040367</a>	Balıkesir	Total Physical Response (TPR)	Stories Games Songs Drawing pictures Puzzle Realia
8	Damayanti, S., & Faozah, S. (2015). Teaching English to young learners through games and songs. <i>English Journal</i> , 14(2), 44-47. <a href="https://ejournal.uika-bogor.ac.id/index.php/ENGLISH/article/download/259/256">https://ejournal.uika-bogor.ac.id/index.php/ENGLISH/article/download/259/256</a>	Indonesia		Games Songs
9	González, M., & Paz, J. (2016). English teaching methodologies for early childhood education. <i>Researchgate.net</i> . <a href="https://www.researchgate.net/publication/316222978_English_teaching_methodologies_for_early_childhood_education">https://www.researchgate.net/publication/316222978_English_teaching_methodologies_for_early_childhood_education</a>	España	Community Language Learning Silent Way Direct Method Audio-lingual method Suggestopedia Communicative language teaching method (CLT) Natural Approach	

			Task-based Language learning Total Physical Response Cooperative Learning
10	Susanto, A. (2017). The teaching of vocabulary: A perspective. <i>Jurnal Kata</i> , 1(2), 183. <a href="https://www.researchgate.net/publication/320571421_the_teaching_of_vocabulary_a_perspective">https://www.researchgate.net/publication/320571421_the_teaching_of_vocabulary_a_perspective</a>	Indonesia	Objects Posters Flashcards Wall charts Magazine pictures Board drawings Stick figures Photographs
11	Umah, Y. C. (2019). Fun English language learning for Kids. <i>EDUTECH: Journal of Education And Technology</i> , 2(2), 32-37. <a href="https://www.researchgate.net/publication/337165006_Fun_English_language_learning_for_Kids">https://www.researchgate.net/publication/337165006_Fun_English_language_learning_for_Kids</a>	Nganjuk	Singing Games
12	Barno, T. (2019). selecting teaching approaches in teaching english to young learners. <i>European Journal of Research and Reflection in Educational Sciences</i> Vol, 7(12).	Uzbekistán	Storybooks Stories
13	Prayatni, I. (2019). Teaching English for young learners. <i>Jurnal Ilmiah Profesi Pendidikan</i> , 4(2), 106-110. <a href="https://www.researchgate.net/publication/360493679_Teaching_English_For_Young_Learners">https://www.researchgate.net/publication/360493679_Teaching_English_For_Young_Learners</a>		TPR (Total Physical Response) Songs Story Game
14	Ilmiddinovich, K. S. (2020). Methods Of Teaching English To Young Learners. <i>The American Journal of Social Science and Education Innovations</i> , 2(11), 65-69. <a href="https://www.researchgate.net/publication/347109896_Methods_Of_Teaching_English_To_Young_Learners">https://www.researchgate.net/publication/347109896_Methods_Of_Teaching_English_To_Young_Learners</a>	Uzbekistan	Audio- lingualism Presentation -Practice- Production Task-Based Learning (TBL) Total Physical Response (TPR) The Natural Approach Songs Chants Puppets Flashcards Cartoons Games Proverbs
15	Izquierdo, J., Casa, D., & Parakhina, O. (2020). Teaching a second language to young learners. A theoretical approach. In <i>Studies on quality teachers and quality in-service teacher education. FRSE</i> . <a href="https://doi.org/10.47050/66515321.280-301">https://doi.org/10.47050/66515321.280-301</a>		Direct method Natural approach Total physical response (TPR) Technology
16	Mammadova, S. (2021). How to teach English. <i>Scientific Bulletin</i> , 4. <a href="https://www.semanticscholar.org/paper/How-to-teach-English-Mammadova/11fdb9dd8b80bdf4ce8bd97dc3091f1dcb956aad">https://www.semanticscholar.org/paper/How-to-teach-English-Mammadova/11fdb9dd8b80bdf4ce8bd97dc3091f1dcb956aad</a>	Rusia	Flash cards Song TV programs Worksheets

17	Mulyadi, A. (2021, December). Teaching English to young learners. in prosiding seminar nasional program pascasarjana universitas pgri Palembang. <a href="https://jurnal.univpgri-palembang.ac.id/index.php/prosidingpps/article/view/6911">https://jurnal.univpgri-palembang.ac.id/index.php/prosidingpps/article/view/6911</a>	Indonesia	Presentation -Practice- Production	
18	Podar Education Network. (2021). 7 effective ways to improve child's English speaking skills. Podareducation.org. <a href="https://www.podareducation.org/blog-7-effective-ways-to-improve-your-childs-english">https://www.podareducation.org/blog-7-effective-ways-to-improve-your-childs-english</a>	India		Audio Books Videos Apps
19	Ardita. (2021, marzo 28). Some English teaching methods for young teachers. LISA Learning. <a href="https://www.lisaal.org/some-english-teaching-methods-for-young-teachers/">https://www.lisaal.org/some-english-teaching-methods-for-young-teachers/</a>	Albania	Direct Method Audio- Lingual Method Silent Way Suggestope dia	
20	Malikovna, K; Mirsharapovna, S; Shadjalilovna, S; Kakhramonovich, A. (2022). Types of interactive methods in teaching English to students. Texas Journal of Multidisciplinary Studies, 14, 1-4. <a href="https://zienjournals.com/index.php/tjm/article/view/2641">https://zienjournals.com/index.php/tjm/article/view/2641</a>	Rusia	Think-Pair- Share	
21	Avezova, N. B. (2022). Methods of teaching English to young learners. Ученый XXI века, (7 (88)), 14-19. <a href="https://www.researchgate.net/publication/347109896_Methods_Of_Teaching_English_To_Young_Learners">https://www.researchgate.net/publication/347109896_Methods_Of_Teaching_English_To_Young_Learners</a>		Presentation -Practice- Production Total Physical Response (TPR)	Song Games Puzzles Pictures Dialogues Chants Visual aids
23	Wali, O. (2022). Methods of English Language Teaching: A Review. Researchgate.net. <a href="https://doi.org/10.5958/2454-1753.2022.00011.3">https://doi.org/10.5958/2454-1753.2022.00011.3</a>	Afghanistan	Communica tive Language Teaching	
24	Hunt, J. (2022). The importance of teaching English through play. Cambridge.org. <a href="https://www.cambridge.org/elt/blog/2022/03/24/importance-teaching-english-through-play/">https://www.cambridge.org/elt/blog/2022/03/24/importance-teaching-english-through-play/</a>	Reino Unido	TPR (Total Physical Response)	
25	Nozima K. (2022). Methodology of Teaching English in Preschool and Primary Education. <a href="https://uniwork.buxdu.uz/resurs/13369_2_dffd9fc5f3d9d077d33d4a5d787f16de1fa39ae1.pdf">https://uniwork.buxdu.uz/resurs/13369_2_dffd9fc5f3d9d077d33d4a5d787f16de1fa39ae1.pdf</a>	Uzbekistán	Total Physical Response Doman's method Project method Audio- lingual method	Cards Games Songs Cartoons Lullaby YouTube
26	Maxkambayeva, O, Maxkambayeva, S. (2022). methods of teaching english to preschool and primary school children. <a href="https://repo.journalnx.com/index.php/nx/article/download/4130/3939/7975">https://repo.journalnx.com/index.php/nx/article/download/4130/3939/7975</a>	Uzbekistán		Visual aids Posters Books Songs Puzzle games Multimedia

27	Islahuddin, M. (2023). Teaching English to Young Learners: A Literature Review. <i>International Journal of Multicultural and Multireligious Understanding</i> , 10(10), 500-513. <a href="https://ijmmu.com/index.php/ijmmu/article/view/5127">https://ijmmu.com/index.php/ijmmu/article/view/5127</a>	Indonesia	Total Physical Response (TPR) Collaborative Learning	Storybooks Songs and Chants Puzzles and Blocks Storytelling Digital Resources
28	Dehradun, D. (2023). Learn about effective English teaching methods & techniques - DPSG - DPSG. DPSGS Blogs. <a href="https://www.dpsgs.org/dehradun/blog/learn-about-effective-english-teaching-methods-and-techniques">https://www.dpsgs.org/dehradun/blog/learn-about-effective-english-teaching-methods-and-techniques</a>	India	Total physical response Grammar translation method	
	Vargas, F. (2023). How to teach English to children? <i>Linkedin.com</i> . <a href="https://www.linkedin.com/pulse/how-teach-english-children-fabricio-vargas">https://www.linkedin.com/pulse/how-teach-english-children-fabricio-vargas</a>			Games Music Stories Cartoons Books
29	Orzikulova, M. (2024). the easiest way of teaching english language to young children. <i>Science and innovation</i> , 3(B1), 106-110. <a href="http://scientists.uz/uploads/202401/B-20.pdf">http://scientists.uz/uploads/202401/B-20.pdf</a>			Visual materials Technology Games Songs
30	Blackmore, J. (2024). How to start teaching kids English at home. British Council. <a href="https://www.britishcouncil.org.tw/en/blog/teach-kids-english-home">https://www.britishcouncil.org.tw/en/blog/teach-kids-english-home</a>	Taiwán		Games Real objects Stories Songs Videos Quizzes
31	American TESOL Institute's. (2024). Methods and approaches for teaching ESL to children. American tesol Institute's Lexical Press Blog. <a href="https://americantesol.com/blogger/methods-and-approaches-for-teaching-esl-to-children/">https://americantesol.com/blogger/methods-and-approaches-for-teaching-esl-to-children/</a>	Estados Unidos	Total Physical Response (TPR) Natural Approach Audio-lingual Method	
32	Demirel Fakıroğlu, G., & Yılmaz, M. Y. (2024). Teaching a foreign language to young children. In <i>Child development education</i> (Chap. 9). Istanbul University. <a href="https://cdn.istanbul.edu.tr/file/jta6clj8t5/cfc31c8c20f1454ebe984c0511d2f5df">https://cdn.istanbul.edu.tr/file/jta6clj8t5/cfc31c8c20f1454ebe984c0511d2f5df</a>	Turquía	Communicative language teaching (CLT)	Stories Dramas Rhymes Characters Dialogue creation Miming Body movements Songs Rhyming Games
33	bansa, y. a. g., & sylvia wenny, j. teaching english to young learners through short stories: why and how. <a href="https://ejournal.ummuba.ac.id/index.php/pbi/article/view/552">https://ejournal.ummuba.ac.id/index.php/pbi/article/view/552</a>	Indonesia		Short stories Storytelling
34	go'zal, s. (n.d.). methods of teaching english to young learners. <a href="https://fl.jdpu.uz/index.php/fl/article/download/4138/2770/10138">https://fl.jdpu.uz/index.php/fl/article/download/4138/2770/10138</a>	Uzbekistán		Story book Picture book Puppets Games

**Author:** Researcher

Table 4: It shows the sources in which methods and resources for teaching English to young learners were found in chronological order. These methods and resources were listed and then assigned a ranking based on their frequency. as can be seen in the tables below:

**Table 5. Methods**

<b>METHOD</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>	<b>RANK</b>
Total Physical Response (TPR)	16	29,09	1
Audio-Lingual Method	7	12,73	2
Direct method	5	9,09	3
Natural Approach	5	9,09	3
Presentation-Practice-Production	3	5,45	4
Task-Based Learning (TBL)	2	3,64	5
Communicative Language Teaching	2	3,64	5
Silent Way	2	3,64	5
Suggestopedia	2	3,64	5
Grammar-Translation Method	2	3,64	5
Cooperative Learning	1	1,82	6
Community Language Learning	1	1,82	6
Task-Based teaching	1	1,82	6
Think-Pair-Share	1	1,82	6
Project method	1	1,82	6
Método Berlitz	1	1,82	6
Doman's Method	1	1,82	6
Content-Based Instruction	1	1,82	6
Collaborative Learning	1	1,82	6
Total	55	100,00	

**Author:** Researcher

In the frequency analysis of English teaching methods, a varied distribution is observed in their mention. Below is a detailed description of the frequency of each method, as well as its relevance in terms of the number of mentions in primary and tertiary sources published in the 21st century.

Total Physical Response (TPR), with 16 times mentioned (29.09%), is the most cited method. This may be due to its effectiveness in using physical commands to enhance vocabulary and grammar learning through motor memory, especially benefiting young learners, who thrive in kinesthetic and participatory environments.

This method, by involving physical movements along with language comprehension, allows them to learn in an active and fun way, helping to improve retention of words and grammatical structures (Richards & Rodgers, 2014). Additionally, Xie (2021) mentions that "TPR is useful to teaching English to young learners, because it can effectively arouse students' enthusiasm, evoke students' interests, reduce affective filter, enhance motivation and build up confidence to learn English." In second place, the Audio-Lingual Method, which was mentioned 7 times (12.73%). This method, based on the behaviorist principles of repetition and memorization through dialogue patterns (Skinner, 1957), stands out for its repetitive structure, which helps students, especially younger ones, to internalize grammar and vocabulary in specific contexts, developing oral skills through controlled practice (Larsen-Freeman, 2000). The most effective methods for improving students' English learning are the Audiolingual Method and Total Physical Response (TPR). The application of these method shows significant improvement in students' English learning, especially in vocabulary memorization. In addition, students tend to show more participation and enthusiasm during classes (Ajiza, M. 2024).

The Direct Method and the Natural Approach share third place, with 5 mentions (9.09%) each, making them popular methods in teaching English to young learners. Although they present slightly different approaches, both prioritize communication in the target language from the beginning and encourage immersive learning. The Direct Method focuses on immersion and communication from the start, without direct translation, fostering spontaneous language skills (Richards & Rodgers, 2014), while the Natural Approach emphasizes intuitive language acquisition in a stress-free environment, aligning with Krashen's input hypothesis (Krashen, 1985). Both methods are effective for children because they allow them to learn through direct interaction with the language in a meaningful context. The natural approach method facilitated the introduction of grammar and vocabulary through the use of comprehensible inputs, relying on materials such as worksheets, real objects, and visual resources, while direct methods are effective and can be used for teaching vocabulary to young learners (Normuminova, 2020; Adiyanti & Dewi, 2021).

Finally, the Presentation-Practice-Production (PPP) method ranks fourth with 3 mentions (5.45%). The sequential structure of PPP allows learners to become familiar

with the language before applying it in freer communicative contexts (Harmer, 2007). Its popularity may be due to its organizational clarity, which facilitates both teaching and learning for young learners, offering a gradual progression that is appropriate for children, especially in controlled contexts where students need time to assimilate the language before using it spontaneously. However, this method has not been specifically implemented with children. Even so, the Presentation, Practice, and Production (PPP) model has been shown to focus on improving pronunciation in students who have difficulty pronouncing English correctly. Moreover, by using this approach, students feel more motivated to express themselves orally and gain more confidence in speaking English (Noviyanti & Shofiroh, 2024). However, due to its limited application with children, its relevance in this context is minor.

The least mentioned methods include Task-Based Learning (TBL), Communicative Language Teaching, Silent Way, Sugestopedia, and the Grammar-Translation Method, all sharing fifth place with 2 mentions each (3.64%). TBL focuses on solving practical tasks to foster authentic communication (Willis, 1996), which is attractive to children when the tasks are adapted to their interests and needs. However, in primary education, the conditions for task-based learning are not particularly favorable (Carless, 2002), which may explain its limited mention. Communicative Language Teaching prioritizes functional language interaction and the development of communicative competence (Canale & Swain, 1980), which is crucial for children as they seek to develop skills for interacting in everyday situations. Nevertheless, its application in young learners is not well-documented, contributing to its lower relevance. Methods such as Silent Way and Sugestopedia are less conventional, focusing on learner autonomy and the use of nonverbal or suggestive stimuli (Gattegno, 1972; Lozanov, 1978). Although these approaches can be useful in specific settings where active participation and personal reflection are sought, there is little information on their application with children, which may explain their infrequent mention. The Grammar-Translation Method remains a traditional approach based on translation and grammatical analysis, especially relevant in contexts where a structured approach to teaching children the basics of language is required (Richards & Rodgers, 2014). However, Ajiza (2024) mentions that "GMT is not too efficient to use for young learners," which may also contribute to its limited relevance in this context.

The methods such as Cooperative Learning, Task-Based Teaching, Project Method, Berlitz Method, Doman’s Method, and Content-Based Instruction receive minimal mention (1.82%) in teaching English to children due to several practical challenges. Cooperative Learning faces issues with unequal participation and student reluctance to group work (Abramczyk, A., & Jurkowski, S. 2020). Task-Based Teaching is often unsuitable for primary education due to curriculum constraints (Carless, 2002). The Project Method requires significant time and resources, limiting its use (Edutopia, 2023). Berlitz and Doman’s Methods lack widespread empirical support, limiting their applicability. Content-Based Instruction demands specialized resources and teacher expertise, which may not be available in all settings (Edutopia, 2023). These factors contribute to their reduced mention in English language teaching for young learners.

**Table 6. Resources**

RESOURCE	FREQUENCY	PERCENTAGE	RANK
Music	15	14,29	1
Games	15	14,29	1
Pictures	8	7,62	2
Stories	7	6,67	3
D. Resources	5	4,76	4
Puppets	5	4,76	4
Puzzles	4	3,81	5
Audio visual aids	4	3,81	5
Videos	3	2,86	6
Story books	3	2,86	6
Dialogues	3	2,86	6
Flashcards	3	2,86	6
Cartoona	3	2,86	6
Chants	3	2,86	6
Audio books	2	1,90	7
Realia	2	1,90	7
posters	2	1,90	7
Rhymes	2	1,90	7
Wall charts	1	0,95	8
Worksheets	1	0,95	8
Tape	1	0,95	8
Teacher made activity	1	0,95	8

Toys	1	0,95	8
Tv programs	1	0,95	8
Stick figures	1	0,95	8
Quizzes	1	0,95	8
Lullaby	1	0,95	8
Maps	1	0,95	8
Miming	1	0,95	8
Characters	1	0,95	8
Board drawings	1	0,95	8
Body movements	1	0,95	8
books	1	0,95	8
Technology	1	0,95	8
Cards	1	0,95	8
Total	106	100,95	

**Author:** Researcher

In the frequency analysis of resources for teaching English to young learners, a varied distribution is observed in their mention. Below is a detailed description of the frequency of each resource, as well as its relevance in terms of the number of mentions in secondary and tertiary sources published during the 21st century.

Music and games, each with 15 mentions (14.29%), are the most cited resources in the data set. Their prominence is consistent with research showing that music increases language retention, improves pronunciation, and reduces anxiety in young learners (Islahuddin, 2023; Diyanti, 2010; Copland and Garton, 2014). Games, meanwhile, foster a low-stress interactive environment in which children can practice language in spontaneous communication, improving both vocabulary and fluency (Wright, Betteridge, & Buckby, 2006; Hadfield, 1990; Uberman, 1998). The appeal of both resources lies in their ability to actively engage children and make learning enjoyable, which is crucial for younger learners. Followed by pictures, with 8 mentions (7.62%), are also widely used. Visual aids help young learners connect words with pictures, significantly improving vocabulary acquisition and comprehension (Thornbury, 2006; Harmer, 2015). Images are a powerful tool to illustrate meanings, simplify abstract concepts, and maintain learners' motivation (Sanchez, 2007). Visual stimulation is especially effective for children.

Stories, in third place with 7 mentions (6.67%), are a key resource in teaching English to younger learners. Storytelling improves language skills by providing a context for vocabulary and grammar in a meaningful, narrative way. This method fosters listening comprehension, oral fluency, and critical thinking (Ellis & Brewster, 2014; Wright, 1995). Stories, in third place with 7 mentions (6.67%), are a key resource in teaching English to younger learners. Storytelling improves language skills by providing a context for vocabulary and grammar in a meaningful, narrative way. This method fosters listening comprehension, oral fluency, and critical thinking (Ellis & Brewster, 2014; Wright, 1995). Children need to learn about reasons and children's stories might be an effective way to introduce values to young children and create space for children to exercise reasoning (Rahiem, Husni. 2012). Although this resource is in third place in terms of its mention, possibly the cause of this is the lack of exclusive application of stories as a resource.

Digital resources, which are mentioned seven times (4.76%), reflect the growing trend of integrating technology in the classroom. Educational apps, online platforms and multimedia materials offer interactive learning experiences that allow learners to practice vocabulary, grammar and pronunciation in a gamified way (Bernedo-Soto and Murillo-Ticona, 2022; Beatty, 2013). It is added that the use of digital games as an innovative resource and medium has the potential to support students' learning and, in addition, it is believed that it can increase their motivation to learn English (Ria, 2018), On the other hand YouTube can be a useful resource for learning; however, it is necessary to implement strategies that address its weaknesses to maximize its benefits as a source of learning for young students (Listiani et al., 2021). although digital resources present great opportunities for innovation in English language teaching, their effective integration depends on a balanced and strategic approach, which possibly explains the moderate percentage with which they are cited.

Puppets and puzzles, each with 5 mentions (4.76%), occupy the next place in terms of frequency. Puppets are effective for storytelling and role-playing, as they allow children to interact with the language in a fun and hands-on way (Kuziev, 2020; Matwiejczyk, 2021). Puppets are very useful and easy to use in teaching inside and outside the classroom, as they are practical to transport. However, they are not recommended in large groups, as they make it difficult for the teacher to control them

(Wahyuni, L.2022). On the other hand, puzzles, although beneficial, may not be widely highlighted in empirical studies. This could partly explain their lower frequency of citation in the reviewed studies.

The least mentioned resources are audiovisual aids, videos, storybooks, dialogues, flashcards, cartoons, songs and others, which share the same frequency of 3 mentions (2.86%). These resources, although not as frequently cited, are still valuable in supporting language comprehension, pronunciation and listening comprehension. For example, videos and audiobooks provide multimodal input, increasing learners' listening and visual comprehension (Pegrum, 2019; Mayer, 2021). The perception that these resources are more traditional and less innovative may lead to their low inclusion in recent studies. While flashcards and dialogues are simple but effective in reinforcing vocabulary and sentence structures. In addition, there are other resources such as audiobooks, realia, posters, rhymes, and wall charts, each with 2 mentions (1.90%). These resources can contribute to creating a dynamic and multimodal learning environment. The growing trend towards the integration of more advanced technologies, such as interactive applications and digital platforms, has partially displaced the use of traditional audiovisual resources (Liu, 2020) may be the reason why they are less cited. Although they are mentioned less frequently, they still have specific applications for improving linguistic comprehension.

Finally, technology, toys, television programs and other resources such as quizzes, lullabies, maps and mime share the lowest frequency of 1 mention (0.95%). Although these resources are less frequently cited, they can be employed in specific teaching contexts or environments to further enrich the learning experience. On the one hand, the appeal of games, social networks and other non-educational content can divert students' attention away from the intended learning objectives (Doon International School, 2023). Talking toys that speak English as effective, engaging, and educational resources for teaching fundamental vocabulary to YL in a classroom setting (Özçelik, 2013). Television programs should be cautiously implemented by teachers for language teaching and learning in a way that reduces constraints and maximizes opportunities (Janah, 2021) other resources such as quizzes, one limitation is that not all students have consistent internet access, making a stable connection necessary. While some of these resources favor exposure and interactive learning, others face challenges such as

distraction or accessibility, likewise the lack of evidence of the application of resources such as lullaby are soft melodies or quiet songs to strengthen vocabulary learning, maps are a graphs or images that represent geographic information, and mime is a physical representation of words or actions. These factors contribute to the fact that they are not cited as frequently in educational literature.

## **9. CONCLUSIONS AND RECOMMENDATIONS**

### **9.1. Conclusion**

- In conclusion, analysis of the frequency with which English language teaching methods are mentioned in 21st century sources shows that some are cited more regularly than others. Total Physical Response (TPR) (29.09%) is the most cited method for its effectiveness in kinesthetic learning and vocabulary retention in young learners, followed by the Audiolingual Method (12.73%), which emphasizes structured repetition to develop oral skills. The Direct Method and the Natural Approach (9.09% each of these drive immersion and intuitive language acquisition, while the Presentation-Practice-Production (PPP) method (5.45%) is valued for its structural clarity, although its application with young learners is limited. Other methods such as Task-Based Learning, Communicative Teaching, Silent Way, Sugestopedia and the Grammar-Translation Method have a lower presence (3.64%) due to practical restrictions or lack of evidence with young learners. Finally, methods such as Cooperative Learning, Project-Based Teaching and the Berlitz Method receive minimal mention (1.82%) due to their poor implementation. These findings highlight the preference for interactive and structured methods in teaching English to children, emphasizing the importance of considering these aspects in the selection of effective methods and resources.
- On the other hand, in the analysis of the frequency with which resources for teaching English to children are mentioned, it is observed that some stand out for their effectiveness and versatility. Music and games are the most frequently cited (14.29%), since they promote entertaining learning and improve language retention in a relaxed and motivating environment. They are followed by pictures (7.62%),

which facilitate the association of words with visual concepts, and stories (6.67%), which strengthen listening comprehension and language acquisition in a meaningful context. Digital resources (4.76%) reflect the progressive incorporation of technology in the classroom, although their effectiveness depends on adequate implementation. Other resources, such as puppets and puzzles (4.76%), are useful in specific situations but present certain drawbacks in their application in some contexts. Less mentioned resources, such as videos, storybooks, flashcards and cartoons (2.86%), are still valuable for learning, although their lower popularity may be due to their perception as traditional. Finally, resources such as toys, television programs and interactive activities (0.95%) have a reduced application and mention in the educational literature. These findings reflect the preference for dynamic and interactive resources in teaching English to young learners.

## **9.2. Recommendations**

- From the analysis of the sources, it is recommended to focus on more commonly cited teaching methods such as the Total Physical Response (TPR) and the Audiolingual Method, which have been found to be effective in teaching English to children, emphasizing kinesthetic learning and structured repetition. In addition, it is suggested to consider the Direct Method and the Natural Approach, which promote immersion and intuitive language acquisition, although with limited applications in some contexts. Presentation-Practice-Production (PPP) may be useful in providing structure, but its effectiveness with young learners is limited. Caution should be exercised with methods such as Cooperative Learning and Project-Based Teaching, given their low presence in this setting, recommending their use only if they are appropriately matched to the needs of the students.
- Based on the findings presented, it is recommended to make use of dynamic and interactive resources such as music and games, which stand out for their effectiveness and versatility in creating an entertaining learning experience and improving language retention in a relaxed and motivating environment. In addition, it is suggested to incorporate images and stories, which facilitate the association of

words with visual concepts and improve listening comprehension in meaningful contexts. Digital resources, although they reflect the progressive incorporation of technology in the classroom, must be properly implemented to ensure their effectiveness. Puppets and puzzles can also be used in specific situations, although they present limitations in certain contexts. Finally, although resources such as videos, storybooks, flashcards and cartoons are less mentioned, they can be considered valuable in the learning process if used in appropriate contexts and used correctly.

## **10. LIMITATIONS AND FURTHER RESEARCH**

In their research, not all available bibliographic sources were used, as it was limited only to those with free access. It is possible that more information on the topic can be found in paid sources. During the review process, methods and resources for teaching English to young learners were examined; however, several documents on strategies that, although relevant to teaching children, did not coincide with the objective of the study, so they were not included.

- It would be important and valuable for researchers to continue with additional research focused on the methods and resources applied in teaching young learners. In addition, since certain methods and resources were mentioned most often, future research could delve deeper, using empirical articles to better understand their effectiveness and application in different contexts.

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